DOCUMENT RESUME

ED 326 211 IR 014 755

AUTHOR Maxymuk, John
TITLE Instructional Materials for CD-ROM Databases.
PUB DATE 90
NOTE 28p.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS College Students; Computer Networks; *Databases; Higher Education; *Information Sources; Library Instruction; *Online Searching; *Optical Data Disks; *Staff Development; Workshops

ABSTRACT

This document is a compilation of instructional materials created and used at Temple University's (Pennsylvania) Central Library System to train students and staff in how to best utilize CD-ROM databases. The first section is the script for a workshop for students that is taught by librarians at Temple on effective searching of CD-ROM databases in general. The script is followed by the overheads and handouts used in the sessions. The second section contains system-specific staff training exercises used at Temple to introduce new staff to the software of three different CD-ROM database vendors (SilverPlatter, UMI, and Wilson). The aims of the two sets of materials differ greatly. The workshop directed at students addresses the questions of what a database is and how one searches it; the staff training exercises focus on the commands one needs to know to make a specific database or system work. (DB)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED326211

# INSTRUCTIONAL MATERIALS FOR CD-ROM DATABASES

By John Maxymuk
Coordinator of Computerized Reference Services
Temple University

This is a compilation of instructional materials created and used at Temple University's Central Library System to train students and staff in how to best utilize CD-ROM databases.

The first section is the script for a workshop taught by librarians at Temple on effective searching of CD-ROM databases in general. The workshops are attended by students. The script is followed by the overheads and handouts used presented in the sessions.

The second section contains system-specific staff training exercises used at Temple to introduce new staff to the software of three different CD-ROM database vendors (SilverPlatter, UMI and Wilson.)

As would be expected, the aims of the two sets of materials differ greatly. The workshop directed at students addresses the questions of what is a database and how do you search one; the staff training exercises focus on the commands one needs to know to make a specific database or system work.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

John Maxymuk

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

## SECTION 1: THE WORKSHOP SCRIPT

## HOW TO SEARCH CD-ROM DATABASES EFFECTIVELY

### The Script

| | | |
|---|---|---|
| 1. | Introduction | (5 minutes) |
| 2. | Select Proper Database | (5 minutes) |
| 3. | Select Search Terms to Enter | (10 minutes) |
| 4. | Use Connectors to Combine Terms | (10 minutes) |
| 5. | Active Learning Exercise | (10 minutes) |
| 6. | Finetuning Your Search Strategy | (5 minutes) |
| | | 45 minutes total |

### Overheads

1. Databases Available
2. Library Users' Guide: Forming a Search Strategy
3. Venn Diagram of Boolean Logic
4. Library Users' Guide: Search Strategy Tips
5. CD-ROM Quick Reference

### Handouts

1. Forming a Search Strategy (with Search Strategy Worksheet on back)
2. Search Strategy Tips

Introduction (5 minutes)

A. Introduce yourself.

B. Ask who has used any CD-ROM databases before and if anyone has gone through a tutorial on disk. This will give you a feel for the level of your audience.

C. Inform your audience that this workshop stresses techniques for developing efficient, effective searches which can be used on any CD-ROM database, and that generally specific commands are not discussed.

D. Explain that a database is essentially a computerized index. The two main advantages over printed indexes being that you can search whatever terms you want and you can combine those terms. There are over 500 CD-ROMs on the market, although not all are bibliographic databases.

E. Mention that CD-ROM databases are available campus-wide, and that the disks are checked out from a service desk. Remind them to sign up in advance to use the CDs.

F. Stress that help is always available in three forms: 1) Reference staff is on duty for consultation; 2) the Workstation Information Notebook is available in each station; 3) the F1 key provides context-specific help.

Select the Proper Database (5 minutes)

A. Mention the variety of databases which can be searched as well as the subjects they cover (**refer to Overhead 1**). Indicate that we do not carry all of the journals indexed by these databases.

B. Stress the importance of selecting the database where you will most likely find citations on your topic.

Select Search Terms to Enter (10 minutes)

A. "Users often underutilize the capabilities of CD-ROM databases by simply entering the single word or phrase in which they are generally interested and then browsing through enormous search sets. A user might enter the term Teacher Effectiveness in ERIC and look through 3,000+ citations. This time-consuming approach holds only 2 small advantages over using the print index: 1) you can search many years at once, and 2) you can get a printout."

B. "A much better approach is to develop a search strategy before going ondisk to quickly and accurately find the materials you need most (**refer to Overhead 2/Handout 1**)."

1. "The first step is to clarify and summarize your search topic as precisely as possible. 'I want information on preventing child abuse in child care centers' is better than 'I want information on child abuse' and much better than 'I want information on problems of children in day care' because it specifies just what you're looking for. This is not what you would enter on the keyboard however. The computer will search only and exactly the words you type into it; the computer will not interpret a statement."

2. "The next step is to identify the main concepts in your search topic summary. On the blackboard, we can divide this search topic into three distinct concepts: 1) preventing, 2) child abuse and 3) child care centers. These concepts are then each expressed by single words or short phrases. An average search will contain two or three concepts. A term like 'effects' is usually too vague to be used as a term and is often implied by the use of your real concepts."

3. "The final step in selecting terms to enter is transforming your concepts into search terms. Usually the quickest way to determine the best terms for your concepts is to look through the thesaurus for the database you are using. The thesaurus will not only show you what descriptors (subject headings) best fit your concepts, but will give narrower, broader and related terms as well. One can also consult a general thesaurus to list synonyms for search terms. Finally, one could truncate a term to retrieve various endings for a particular root -- we could truncate 'prevent' to search for prevents, preventing, prevention... You should exercise caution when using truncation however. Not only does it slow down the actual search, but if we truncated 'prev' we would retrieve prevaricate and previous as well as prevention."

4. "Once selected your search terms should be listed in columns on the worksheet."

Using Connectors to Combine Search Terms (10 minutes)

A. "Connectors determine the logical relationship between terms and concepts (**refer to Overhead 3**). Using connectors allows you to create search statements and strategies."

B. "The connector OR broadens a search by combining synonyms and like terms. Connect the terms in the same concept column with OR. The OR connector will find citations where one term is mentioned or where the other term is mentioned or where both terms are mentioned."

C. "The connector **AND** narrows a search by restricting the citations it retrieves to only those which contain both terms entered. You connect different concept columns with AND."

D. "The connector **NOT** narrows a search by subtracting all citations that contain a particular word or phrase. There are only a few good uses for the NOT connector, and it is best for novices to avoid using it. Not all CD-ROM databases allow its use."

E. "Proximity operators allow you to search for terms within a specified number of words of one another. Proximity operators usually narrow a search. They are not available in all CD-ROM databases."

F. Use the example in **Overhead 2/Handout 1** to show how search sets can be reused and combined.

Active Learning Exercise (10 minutes)

A. Have class pair off. Refer them to the back of **Handout 1** (Search Strategy Worksheet).

B. Tell the class that each pair should now formulate a search strategy on the worksheet for a topic of their choice.

C. After four or five minutes, go over a couple of the class' search strategies and suggest improvements or refinements.

Finetuning Your Search Strategy (5 minutes)

A. Mention options to broaden or narrow an initial search (**refer to Overhead 4/Handout 2**).

B. Quickly mention that specific commands vary widely from system to system (**refer to Overhead 5**).

C. "All systems allow printing and downloading to floppy disk. Users need to bring a DOS-formatted 5 1/4" diskette to download or transfer to disk their retrieved records."

D. Wrapup the session:

1. Ask if there are any final questions.

2. Emphasize again that help is always available.

3. "Practice is the key to improvement."

# COMPUTERIZED INDEXES AVAILABLE

| | | |
|---|---|---|
| ABI/Inform | Business | Bus/Doc.; Ambler |
| Art Index | Art, Architecture | Tyler; Paley/Ref.; Ambler |
| Bender's Tax | Income Taxation | Bus/Doc. |
| Census Material | Agriculture/Retail | Bus/Doc. |
| CIRR | Business | Ambler |
| CIS Index | Legislative | Bus/Doc. |
| Dissertation Abs. | Dissertations | Paley/Ref. |
| ERIC | Education | Paley/Ref.; Zahn; Ambler |
| GPO | Govt Documents | Bus/Doc. |
| MEDLINE | Health, Medicine | Biol.; Paley/Ref. weekends |
| MLA Intl. Bib. | Literature | Paley/Ref.; Ambler |
| PsycLit | Psychology | Paley/Ref. |
| Sociofile | Sociology | Paley/Ref. |
| Sport Discus | Sport/Recreation | Paley/Ref. |
| Statistical Masterfile | Statistics | Bus/Doc. |

*Ask at the desk to try these free, easy-to-use databases.*

OVERHEAD 1

# FORMING A SEARCH STRATEGY

TEMPLE UNIVERSITY

***Before starting your CD-ROM search, it would be helpful to clarify what information you are seeking by developing a search strategy on paper. Simply follow the four steps outlined below.***

## STEP 1. SUMMARIZE TOPIC

In one or two sentences, summarize your search topic. In other words, what do you want to find information on? Be as specific as possible.

Example: I want to find information on preventing child abuse in child care centers.

## STEP 2. IDENTIFY CONCEPTS

Underline the main concepts in the statement above. Concepts are the different elements which make up search topics. Most searches can be broken down into two or three main concepts.

Example: I want to find information on preventing[1] child abuse[2] in child care centers.[3]

## STEP 3. SELECT TERMS

List subject terms which describe the same concept within the same column below. Subject terms can be important keywords, synonyms or variant forms. The thesaurus for the database you are searching will help in selecting the appropriate search terms.

| Concept #1 Terms | Concept #2 Terms | Concept #3 Terms |
|---|---|---|
| preventing | child abuse | day care centers |
| or prevention | or child neglect | or nursery schools |
| or prevents | or sexual abuse | or child development centers |
| or | or | or |
| or | or | or |

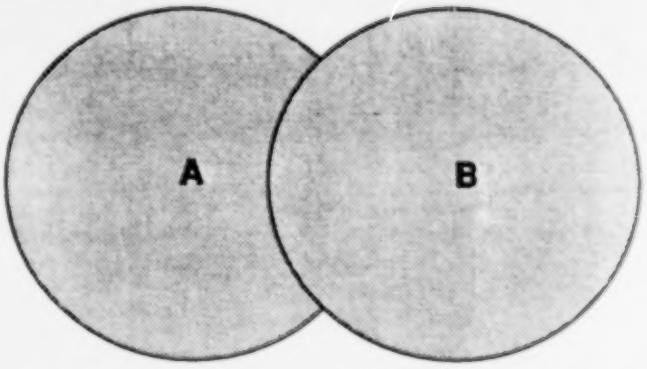
## STEP 4. COMBINE TERMS

Connect terms in the same concept column by entering them on the same line separated by OR. Then combine the concept columns themselves by using the connector AND. See the example below. For more information on the use of Logical Operators (AND, OR, NOT) and other search strategy techniques, consult the workstation notebook or the librarian at the desk.

| Search Statement # | Data to be Entered into the Computer |
|---|---|
| 1 | prevent or prevents or preventing or prevention |
| 2 | child abuse or child neglect or sexual abuse |
| 3 | day care centers or nursery schools or child development centers |
| 4 | [*Combine the three concepts with the connector AND* ] |

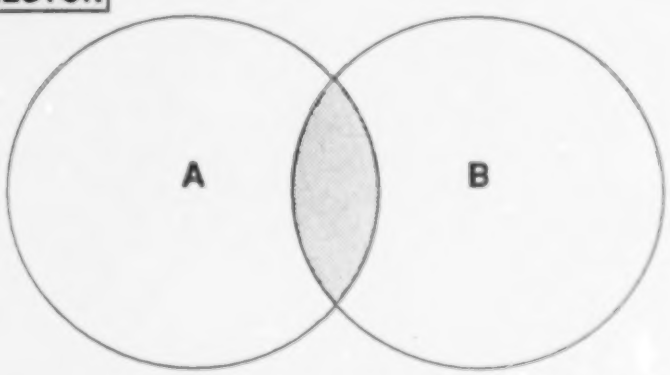
# VENN DIAGRAM OF BOOLEAN LOGIC

## THE *OR* CONNECTOR



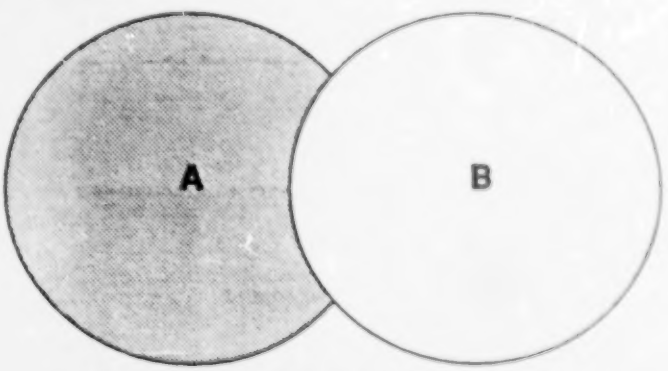

*SHADED AREA REPRESENTS A* **OR** *B.*

## THE *AND* CONNECTOR




*SHADED AREA REPRESENTS A* **AND** *B.*

## THE *NOT* CONNECTOR




*SHADED AREA REPRESENTS A* **NOT** *B.*

TEMPLE UNIVERSITY

# LIBRARY USER'S GUIDE

# SEARCH STRATEGY TIPS

## TOO MANY CITATIONS RETRIEVED?

Your search strategy is too general; it is not specific enough to your topic. You need to narrow your search. Try these methods:

| | *EXAMPLES* |
|---|---|
| 1. Add another concept to your search. Combine this new concept with your existing search using the AND connector. | *Instead of just searching DYSLEXIA, search DYSLEXIA AND CHILDREN.* |
| 2. Use subject headings from the database's Thesaurus rather than simply searching keywords. | *Search for the terms DYSLEXIA AND CHILDREN only in the Descriptor field.* |
| 3. Limit your search results to a particular journal or language or range of publication years by combining your existing search with this limitation. | *For the terms DYSLEXIA AND CHILDREN, only search for articles published after 1986.* |
| 4. If they are available, use proximity operators instead of AND to define a closer relationship between your search terms. | *Search for DYSLEXIA to appear 3 words before or after CHILDREN.* |
| 5. Are you using OR to connect different concepts rather than AND? | *Instead of DYSLEXIA OR CHILDREN, your search should read DYSLEXIA AND CHILDREN because these are two different concepts.* |

## TOO FEW CITATIONS RETRIEVED?

Your search strategy is too tightly-defined; it needs to have a wider scope. You need to broaden your search. Try these methods:

| | *EXAMPLES* |
|---|---|
| 1. Have you misspelled or mistyped one of your search terms? Are you connecting alternate expressions with AND rather than OR? | *Did you type ADOLESCENT AND TEENAGER rather than ADOLESCENT OR TEENAGER?* |
| 2. Check the database Thesaurus for more synonyms and alternate expressions to your search terms. Connect them to your existing terms with OR. | *Search not only ADOLESCENT OR TEENAGER, but YOUTH, YOUNG PERSON, HIGH SCHOOL STUDENT and so forth.* |
| 3. If you have found a few relevant citations, check them for additional keywords or subject headings. Connect them to your existing terms with OR. | *Check both the Descriptor field and the Abstract field for new terms.* |
| 4. Truncate your search terms to retrieve their variant forms. | *Instead of PREVENTION, search PREVENT truncated, and you'll retrieve PREVENT, PREVENTS, PREVENTED, PREVENTING or PREVENTION.* |
| 5. Are you in the right database for your search topic? | *Are you searching for French Literature in the Psychological Abstracts database?* |

**Whether your search yields too many or too few relevant citations, always consult the librarian on duty for suggestions on alternate terms, alternative strategies or other databases or indexes more suitable to your topic.**

TEMPLE UNIVERSITY

# CD-ROM QUICK REFERENCE

| FUNCTIONS | SILVERPLATTER | UMI | WILSON |
|---|---|---|---|
| **FUNCTION KEYS** | | | |
| F1 | Help | Help | Help |
| F2 | Find (Search) | Commands | Quit |
| F3 | Database Guides | New Search | Change Disks |
| F4 | Show (Display) | Output (Print) | Print This Record |
| F5 | Index | | Go to Citation |
| F6 | Print | Word Index | Print/Download All Records |
| F7 | Restart System | Skip Title List/ Display Abstracts | |
| F8 | Change Disks | Order Form | |
| F9 | Previous Record | Mark to Print | NA in Wilsearch |
| F10 | Next Record | Restart System | NA in Wilsearch |
| **GENERAL** | | | |
| Help | F1 | F1 | F1 |
| Change Disks | F8<br>Open CD Drawer | ALTERNATE and F10<br>Open CD Drawer | F3 (twice)<br>Open CD Drawer |
| Quit | ESCAPE<br>Q | F10<br>Y<br>Choose *Exit* | F2 or<br>ESCAPE |
| **RETRIEVING** | | | |
| Search | F2<br>Enter Terms<br>RETURN | F3<br>Enter Terms<br>RETURN | Select *New Search*<br>Enter Terms<br>END<br>RETURN |
| Author Search | Lastname-Firstname in AU | AU(Lastname, Firstname) | On *Author/Name* Line:<br>Lastname, Firstname or<br>Firstname Lastname |
| Field Search | Search Term in Field Name | Field Name(Search Term) | Enter Terms on Proper Line of Input Screen |
| Truncate | * | ? | : (end of word)<br># (within word) |
| Stop Search | CONTROL and BREAK | ESCAPE | ESCAPE |
| **VIEWING** | | | |
| Display | F4<br>RETURN | RETURN or F7 | RETURN |
| Next Screen | F10 or PgDn | PgDn or + | RETURN |
| Previous Screen | F9 or PgUp | PgUp or - | F5 |
| **TRANSFERRING** | | | |
| Print | F6<br>TAB<br>Indicate Record Numbers | F4<br>RETURN (to print marked items) | F4 (this record) or<br>F6 (all records) |
| Download | ESCAPE<br>T<br>Indicate Record Numbers | F4<br>Select *Output to Disk*<br>RETURN | F6<br>P<br>A: Filename |

TEMPLE UNIVERSITY

# FORMING A SEARCH STRATEGY

***Before starting your CD-ROM search, it would be helpful to clarify what information you are seeking by developing a search strategy on paper. Simply follow the four steps outlined below.***

## STEP 1. SUMMARIZE TOPIC

In one or two sentences, summarize your search topic. In other words, what do you want to find information on? Be as specific as possible.

Example: I want to find information on preventing child abuse in child care centers.

## STEP 2. IDENTIFY CONCEPTS

Underline the main concepts in the statement above. Concepts are the different elements which make up search topics. Most searches can be broken down into two or three main concepts.

Example: I want to find information on preventing[1] child abuse[2] in child care centers.[3]

## STEP 3. SELECT TERMS

List subject terms which describe the same concept within the same column below. Subject terms can be important keywords, synonyms or variant forms. The thesaurus for the database you are searching will help in selecting the appropriate search terms.

| Concept #1 Terms | Concept #2 Terms | Concept #3 Terms |
|---|---|---|
| preventing | child abuse | day care centers |
| or prevention | or child neglect | or nursery schools |
| or prevents | or sexual abuse | or child development centers |
| or | or | or |
| or | or | or |

## STEP 4. COMBINE TERMS

Connect terms in the same concept column by entering them on the same line separated by OR. Then combine the concept columns themselves by using the connector AND. See the example below. For more information on the use of Logical Operators (AND, OR, NOT) and other search strategy techniques, consult the workstation notebook or the librarian at the desk.

| Search Statement # | Data to be Entered into the Computer |
|---|---|
| 1 | prevent or prevents or preventing or prevention |
| 2 | child abuse or child neglect or sexual abuse |
| 3 | day care centers or nursery schools or child development centers |
| 4 | [*Combine the three concepts with the connector AND* ] |

# SEARCH STRATEGY WORKSHEET

***Before starting your CD-ROM search, it would be helpful to clarify what information you are seeking by developing a search strategy on paper. Simply follow the four steps outlined below.***

## STEP 1. SUMMARIZE TOPIC

In one or two sentences, summarize your search topic. In other words, what do you want to find information on? Be as specific as possible.

_____

_____

## STEP 2. IDENTIFY CONCEPTS

Underline the main concepts in the statement above. Concepts are the different elements which make up search topics. Most searches can be broken down into two or three main concepts.

_____

_____

## STEP 3. SELECT TERMS

List subject terms which describe the same concept within the same column below. Subject terms can be important keywords, synonyms or variant forms. The thesaurus for the database you are searching will help in selecting the appropriate search terms.

| Concept #1 Terms | Concept #2 Terms | Concept #3 Terms |
|---|---|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

## STEP 4. COMBINE TERMS

Connect terms in the same concept column by entering them on the same line separated by OR. Then combine the concept columns themselves by using the connector AND. See the example below. For more information on the use of Logical Operators (AND, OR, NOT) and other search strategy techniques, consult the workstation notebook or the librarian at the desk.

| Search Statement # | Data to be Entered into the Computer |
|---|---|
| 1 | _____ |
| 2 | _____ |
| 3 | _____ |
| 4 | [*Combine the two or three concepts above with the connector AND* ] |

HANDOUT 2

TEMPLE UNIVERSITY

# LIBRARY USER'S GUIDE

# SEARCH STRATEGY TIPS

## TOO MANY CITATIONS RETRIEVED?

Your search strategy is too general; it is not specific enough to your topic. You need to narrow your search. Try these methods:

| | *EXAMPLES* |
|---|---|
| 1. Add another concept to your search. Combine this new concept with your existing search using the AND connector. | *Instead of just searching DYSLEXIA, search DYSLEXIA AND CHILDREN.* |
| 2. Use subject headings from the database's Thesaurus rather than simply searching keywords. | *Search for the terms DYSLEXIA AND CHILDREN only in the Descriptor field.* |
| 3. Limit your search results to a particular journal or language or range of publication years by combining your existing search with this limitation. | *For the terms DYSLEXIA AND CHILDREN, only search for articles published after 1986.* |
| 4. If they are available, use proximity operators instead of AND to define a closer relationship between your search terms. | *Search for DYSLEXIA to appear 3 words before or after CHILDREN.* |
| 5. Are you using OR to connect different concepts rather than AND? | *Instead of DYSLEXIA OR CHILDREN, your search should read DYSLEXIA AND CHILDREN because these are two different concepts.* |

## TOO FEW CITATIONS RETRIEVED?

Your search strategy is too tightly-defined; it needs to have a wider scope. You need to broaden your search. Try these methods:

| | *EXAMPLES* |
|---|---|
| 1. Have you misspelled or mistyped one of your search terms? Are you connecting alternate expressions with AND rather than OR? | *Did you type ADOLESCENT AND TEENAGER rather than ADOLESCENT OR TEENAGER?* |
| 2. Check the database Thesaurus for more synonyms and alternate expressions to your search terms. Connect them to your existing terms with OR. | *Search not only ADOLESCENT OR TEENAGER, but YOUTH, YOUNG PERSON, HIGH SCHOOL STUDENT and so forth.* |
| 3. If you have found a few relevant citations, check them for additional keywords or subject headings. Connect them to your existing terms with OR. | *Check both the Descriptor field and the Abstract field for new terms.* |
| 4. Truncate your search terms to retrieve their variant forms. | *Instead of PREVENTION, search PREVENT truncated, and you'll retrieve PREVENT, PREVENTS, PREVENTED, PREVENTING or PREVENTION.* |
| 5. Are you in the right database for your search topic? | *Are you searching for French Literature in the Psychological Abstracts database?* |

**Whether your search yields too many or too few relevant citations, always consult the librarian on duty for suggestions on alternate terms, alternative strategies or other databases or indexes more suitable to your topic.**

TEMPLE UNIVERSITY

# CD-ROM QUICK REFERENCE

| FUNCTIONS | SILVERPLATTER | UMI | WILSON |
|---|---|---|---|
| **FUNCTION KEYS** | | | |
| F1 | Help | Help | Help |
| F2 | Find (Search) | Commands | Quit |
| F3 | Database Guides | New Search | Change Disks |
| F4 | Show (Display) | Output (Print) | Print This Record |
| F5 | Index | | Go to Citation |
| F6 | Print | Word Index | Print/Download All Records |
| F7 | Restart System | Skip Title List/ Display Abstracts | |
| F8 | Change Disks | Order Form | |
| F9 | Previous Record | Mark to Print | NA in Wilsearch |
| F10 | Next Record | Restart System | NA in Wilsearch |
| **GENERAL** | | | |
| Help | F1 | F1 | F1 |
| Change Disks | F8<br>Open CD Drawer | ALTERNATE and F10<br>Open CD Drawer | F3 (twice)<br>Open CD Drawer |
| Quit | ESCAPE<br>Q | F10<br>Y<br>Choose *Exit* | F2 or<br>ESCAPE |
| **RETRIEVING** | | | |
| Search | F2<br>Enter Terms<br>RETURN | F3<br>Enter Terms<br>RETURN | Select *New Search*<br>Enter Terms<br>END<br>RETURN |
| Author Search | Lastname-Firstname in AU | AU(Lastname, Firstname) | On *Author/Name* Line:<br>Lastname, Firstname or<br>Firstname Lastname |
| Field Search | Search Term in Field Name | Field Name(Search Term) | Enter Terms on Proper Line of Input Screen |
| Truncate | * | ? | : (end of word)<br># (within word) |
| Stop Search | CONTROL and BREAK | ESCAPE | ESCAPE |
| **VIEWING** | | | |
| Display | F4<br>RETURN | RETURN or F7 | RETURN |
| Next Screen | F10 or PgDn | PgDn or + | RETURN |
| Previous Screen | F9 or PgUp | PgUp or - | F5 |
| **TRANSFERRING** | | | |
| Print | F6<br>TAB<br>Indicate Record Numbers | F4<br>RETURN (to print marked items) | F4 (this record) or<br>F6 (all records) |
| Download | ESCAPE<br>T<br>Indicate Record Numbers | F4<br>Select *Output to Disk*<br>RETURN | F6<br>P<br>A: Filename |

## SECTION 2: STAFF TRAINING EXERCISES

### STAFF TRAINING EXERCISE FOR UMI COMPACT DISKS

For this exercise, we will begin by using the CD labelled "ABI/Inform 1/81-12/86". Load this CD into the CD player being careful to hold the disk by its edges, not touching its clear side. Choose "3" from the menu screen; this will load the database. At the UMI menu, hit RETURN to choose "Search the Database."

You are now at the "Search term(s)" prompt. You will note that as with other systems: 1) There is a message line at the bottom of the screen which always informs you of your current options and 2) Should you need more information at any time, press the F1 key for context-specific Help screens.

ABI/Inform indexes over 600 journals on a wide range of business topics. Let's start by doing a search investigating the role of intermediaries in online searching.

Type: librarians or brokers or intermediaries

Note that UMI software automatically searches the singular as well as the plural forms of these terms. If we had entered the singular forms, the plurals would have been automatically searched.

How many citations did we retrieve? _____

Let's add the other main concept of our topic, online searching. Hit the F3 key to return to the search terms prompt. Rather than just looking for that particular phrase, however, let's truncate the root term **search** so that we find **online searching, online search, online searches, online searcher** and so forth. The truncation symbol in UMI is the question mark.

Type: online search?

How many citations this time? _____

Now let's combine our two concepts. We could have done this all in one step instead of three, but now we have distinct search sets which we can later combine with other concepts if we so choose. Hit the F3 key to further modify our search. We'll now combine our two search sets.

Type: [1] and [2]

In order to look at the items retrieved by our search, hit the RETURN key. This step calls up a list of titles. If you want to look at the abstracts, hit the RETURN key again. If you want to avoid the titles' screens entirely, hit the F7 key when your

search is completed, and you will go directly to the abstracts. To look through your results, either use the PgDn and PgUp keys or the + and - keys.

What is the title of the third article on our list? _____

The other important thing to know when viewing in UMI is how to mark items to print or download. Marking can be done from either the titles' list or from the abstracts. You mark an item to print by hitting the F9 key when the cursor is blinking on the item you want. The F9 key is a toggle switch. If you hit it once, it marks the item; if you hit it again, it unmarks that item. After marking all the items you want, you hit the F4 key and follow the onscreen directions in order to print or download.

It seems like there should be more items on our subject; online search? is probably too restrictive a search. We can broaden our search by using a proximity operator. A proximity operator allows you to specify how closely you want your two terms to appear in the citations. The two main proximity operators are : 1) w/# (one term appears within x number of words of another term); 2) pre/# (one term appears x number of words before another term). The way we have searched our subject so far would not have retrieved items which used such phrases as **online literature searching** or **searching online**. Try this:

Type: [1] and online w/3 search?

From the abstract of the seventh item we have retrieved, give another phrase to describe online searching. _____

Let's try a completely new search using a special feature of ABI/Inform. Hit the F3 key. If we were interested in what sort of **market research** was being done by **fast food restaurants**, we could just enter those two terms and combine them. However, searching a common business term like "market" in ABI/Inform would slow down the search appreciably; the system would have to find every instance of that word in the database and then combine it with the other terms. A better way is to use the database Classification Codes. A copy of the code numbers is in the Workstation Notebook. The code for market research is 7100.

Type: fast food and cd(7100)

What is the title of the last item? _____

Classification Code is one of the searchable fields in ABI/Inform. Another searchable field is Company. This field comes in handy when you want to find articles about a particular company. For example, if we were to enter **ibm**, we would retrieve over 6,000 articles in which IBM is mentioned in the title or abstract. Try this search though. First hit F3.

Type: co(ibm)

How many articles now? _____

Obviously, for IBM this is still too many to look at without further qualifying your search, however, when a company name is listed in the company field, you can be sure that the article is substantially about that company.

Now let's shift gears and try searching Dissertation Abstracts. Hold down the ALTERNATE key and hit the F10 key. This allows us to change disks while remaining in the UMI software. Insert the CD labelled "Dissertation Abstracts 7/80-12/84." Close the CD drawer and hit the RETURN key. You're on your own now. Find some dissertations concerning urban schools.

Type: (urban or city) w/3 schools

You'll notice that Dissertation Abstracts does not automatically perform your search when you hit RETURN. Instead you can then limit your search to a particular discipline. For this search, let's limit our search to EDUCATION. Use the down arrow key to highlight EDUCATION. Then hit the spacebar and RETURN.

How many dissertations? _____

Let's see how many of these are from Temple University. Combine your first search with a School field search for Temple. School code numbers are listed in the Workstation Notebook. You could enter either the name (Temple) or the code number (0225).

Type: [1] and sc(0225)
Or Type: [1] and sc(temple)

What is the first title? _____

Dissertation Abstracts is contained on four CDs. Let's change to the "1861-1980" disk. Hold down ALTERNATE and hit F10, change CDs and hit RETURN. We can redo the same search on this CD by entering the number of the search set we want. Again remember to limit to EDUCATION.

Type: [n] (appropriate set number)

If you hit F7 to look at the abstracts, you'll see that they aren't on this CD. That's how they fit 119 years on one CD.

How many items? _____

Now let's quit UMI. The easiest way is to reboot: CONTROL-ALTERNATE-DELETE.

STAFF TRAINING EXERCISE FOR SILVERPLATTER

For these exercises, we will start by using the CD labelled "ERIC 1966-1975." Load this CD into the player, being careful to hold the CD by the edges and to not touch its clear side. Choose "1" from the menu screen; this will load the database. At the ERIC title screen there are instructions on how to call up the tutorials on disk. It is a good idea to go through the search tutorials before doing these exercises, but it is not necessary.

To begin searching, type in your search request at the blinking cursor next to the FIND prompt. Below this, is the message line which always informs you of your current options. If you have more detailed questions concerning your options at any point, press F1, the Help key. If you need help formulating a search request, hit F1 now, and you'll find an explanation of the FIND command. To return to the FIND command, hit F2.

There are two basic kinds of searches: free text which searches essentially the whole record for the search term(s) entered and field specific which search only the fields that you specify. We'll start with a free text search combining the terms Learning and Disability.

Type: LEARNING AND DISABILITY

Note that capitalization does not matter and always hit RETURN after a search request from the FIND prompt. Watch the bottom of the screen; it tells you that the computer is searching.

How many records were found to contain both of these terms? _____

Because we used the AND operator, the records we retrieved all contain both the word Learning and the word Disability. Other operators include: WITH which searches for terms in the same field, NEAR which searches for terms in the same sentence and NOT which excludes the specified terms. Try using these operators either with the search terms or with the search set numbers and record the number of hits for each.

| | | Records |
|---|---|---|
| Type: | LEARNING WITH DISABILITY | _____ |
| Type: | #1 WITH #2 | _____ |
| Type: | LEARNING NEAR DISABILITY | |
| Or Type: | #1 NEAR #2 | _____ |

Now try searching Learning Disability as a phrase, that is, with the terms adjacent to one another.

Type: LEARNING DISABILITY _____

In order to look at the records we have retrieved, hit F4, the Show key. Then hit RETURN to look at the first record entitled,

"More Process Than Is Due." The author of this article is _____

F10 or the PAGE DOWN key will take you to the next record which is titled_____

F9 or the PAGE UP key will take you back to the first record.

The above methods have been narrowing our search. To broaden the search, you could use the OR operator by typing LEARNING OR DISABILITY. This search would retrieve all records containing either term, but not necessarily both (36,508 hits). To broaden the search further, you could use Truncation and search for root terms.

Type: LEARN* OR DISAB*

After 30 seconds or so, you should recognize that this is not a very efficient search and will want to stop this search in progress. To do so, hold down the CONTROL key and hit the BREAK key. Otherwise, it will run for over 6 minutes and will retrieve over 42,000 records.

Another way to search is to locate relevant terms in the Index. The Index provides a list of all words and phrases contained in the free text fields of the database. The index is a good source to search for authors. To access the Index, press F5. (Note that when searching a phrase in the Index, we must add a hyphen between each word.) At the INDEX cursor,

Type: LEARNING-DISAB

The Index screen lists occurrences and records. We can select entries for searching by highlighting the terms in the Index. In order to select the related term Learning-Disabilities from the index, use the arrow keys on the right side of the keyboard to move the cursor to the term and hit RETURN to highlight it. Now move down two more lines, highlight Learning-Disabled, and then hit F2 (Find) to search.

The two terms are automatically ORed together to form a set of how many records? _____ This is called Lateral Searching which we will discuss later.

You will note that our previous searches have netted large results. When possible, a more efficient way to search is to search in specific fields. To do a subject search, we would search in the descriptor field. If we look up the term Learning Disability in the Thesaurus of ERIC Descriptors, we would find that the best single term to use is Learning Disabilities, which we found earlier in the Index. A related term is Learning Problems. Let's search that in the DE (Descriptor) field.
At the FIND prompt,

Type: LEARNING-PROBLEMS IN DE

Note that when using multi-word descriptors, searching is much faster if you hyphenate the words together.

How many hits are there? _____

Because there are so many records to examine, let's only look at the bibliographic citations. Hit F4 , the Show key. Instead of hitting RETURN, change fields from ALL to CITN (the bibliographic citation), and then hit RETURN. In what journal was the fifth article published? _____

Let's see if Joseph M. Wepman has authored anything on this topic. Hit F2 to search and

Type: AND WEPMAN IN AU
Or Type: AND WEPMAN-J* IN AU
Or Type: AND WEPMAN-JOSEPH-M IN AU

What university is listed in the Corporate Source (the CS field) for both documents by Wepman? _____

We can also do a Lateral Search from a record itself. On the second document by Wepman, hold down the CONTROL key and hit F2. Now use the arrow keys to move the cursor to the descriptor Cognitive-Development, hit RETURN to highlight it, and then hit F2 to search.

Who wrote the first article in this set? _____

Because there are 2,733 records, let's modify our search. Let's limit the search to documents published before 1970. Hit F3 to see what fields are available in this database. What field would we use to limit to publication years? _____ Hit F2 to search.

Type: AND PY<1970

How many records have we limited this set to? _____

We could further refine this search to a range of years.

Type: AND PY=1966-1969
Or Type: AND 1966-1969 IN PY.

How many records have we limited this set to now? _____

The ERIC database is contained on three CDs. To continue our search to the years 1976-1982, we need to Exchange disks. Press F8. Ignore the message; you are the operator. Open the CD drawer, exchange the disks and close the CD drawer. The screen continues to list your search history and indicates a new disk has been inserted. To search Cognitive Development in this section of the database,

Type: #n(number for the Cognitive-Development set)
Or Type: COGNITIVE-DEVELOPMENT

How many hits? _____

On SilverPlatter, we also have PsycLit and Sociofile. Remove the ERIC CD and insert PsycLit 1974-1982. Since this is an entirely different database, your search history is not retained.

At this point, we have covered all of the basics. Let's see how you do.

How many records contain the phrase "cognitive development" and are in French? _____

Hint: remember you can limit by certain fields. They are described in the database guide, F3.

How many of these records were written by Jean Piaget? _____

Now try Sociofile.

Is Cognitive-Development a descriptor in Sociofile? _____

How many times is Jean Piaget listed as a descriptor? _____

How many articles by Piaget are in Sociofile? _____

There are two Function keys we have not discussed. F6 is the Print key and is similar to the Show key (F4). Hit F6. You are presented with four print options: what fields to print (citation is the default); what records to print (all is the default); if you want each record on a separate page (no is the default); if you want your search history printed out too (no is the default). You can alter any of these by using TAB key to move to the option to change and typing what you want. Hit RETURN to Print if there is a printer attached to the workstation.

Lastly, the F7 key takes you back to the title screen. Restart your search by hitting F7 now. To logoff, hit the ESCAPE key and then Q for quit. Remove the Sociofile disk from the CD player and put it back in its case.

TRAINING EXERCISE FOR WILSON COMPACT DISKS

For this exercise, we will be using the CD labelled "Art Index." Load this CD into the CD player being careful to hold the CD by its edges, not touching its clear side. After choosing "2" (Art Index or MLA) from the menu screen, press the spacebar, and you will be at the Local Wilsearch Menu. Hit the ESCAPE key.

You are now at the WILSONDISC Disc Search Menu Screen. This menu offers you three methods of searching the database: Browse, Wilsearch and Wilsonline. We will try all three. There are two things common to all three: 1) There is a message line at the bottom of the screen which always informs you of your current options and 2) Should you need more information at any time, press the F1 key for context-specific Help screens.

From the Disc Search Menu Screen, choose #1 Browse by hitting RETURN. Browse is like looking up your subject in the printed index, and thus is of little increased value over print. Let's try a search on the subject of Dada.

Type: DADA

What subject headings relevant to Dada are listed? _____

_____

Which subject heading is assigned to the most citations? _____

To look at any of these citations, you use the arrow keys to move the cursor to highlight the term you wish to select (only one), then hit RETURN to view the first citation.

Let's move on to Wilsearch. The ESCAPE key takes you back one step at a time. Hit the ESCAPE key three times to return to the Disc Search Menu Screen. To choose Wilsearch, hit 2 and then RETURN. From the Local Wilsearch Menu select #1 New Search by pressing RETURN. Unfortunately you will have to repeat this last step every time you do a new search in Wilsearch. What you see now is the Search Request Screen. You do not need to fill out the whole screen. Your search terms can be entered on one or on separate lines, and all search words will automatically be combined with the Boolean operator AND. You cannot search for a phrase. Let's try a search.

Type: DADAISM AND SURREALISM
Or Type: DADAISM SURREALISM

After typing your search terms, you must hit the END key (on the right side of the keyboard on the number pad) and then RETURN.

How many hits? _____

To try a new search, hit ESCAPE or F2 twice. That will take you back to the Local Wilsearch menu. Hit RETURN once for a Search

Request screen. Wilsearch does not use the OR operator to combine sets. Instead, you type the word ANY followed by the words you wish to combine. On one line,

Type: ANY DADAISM SURREALISM

Did you retrieve more hits this time? _____

Let's look at a few. If you hit the RETURN key, you can view the first citation. RETURN takes you to the next record; F5 takes you to whatever record number you specify.

Who is the author of the last citation? _____

Truncation will allow us to broaden this search further. Call up a new Search Request screen. Wilson uses a colon to perform multiple character truncation at the end of a root term.

Type: ANY DADA: SURREAL:

How many hits? _____

Let's modify the last search. Return to the Local Wilsearch Menu, but select #2 Modify Search instead of #1 New Search this time. The next screen asks you if you want to modify your LAST search. Simply hit RETURN. Your last search will now be on the screen. On the next line,

Type: MYTHOLOGY

How many hits? _____

Look at a few. In what journal does the third record appear?

---

Let's try another new search with two new elements: internal truncation and author/name. Wilson uses a different symbol for single character truncation, the pound sign. On the first Subject line,

Type: WOM#N

AND

On the Author/Name line, Type: DUCHAMP, MARCEL
Or on the Author/Name line, Type: MARCEL DUCHAMP

What is first subject heading listed for the last record? _____

---

You can also search by Journal name. Try a new search. On the Journal line

Type: BRITISH JOURNAL OF PHOTOGRAPHY:

AND

On the Author/Name line, Type: HEWITT, SLIM
Or on the Author/Name line, Type: SLIM HEWITT

What is the date of this article? _____

Now try one yourself. Find some articles about the Cubist work of Pablo Picasso. Remember to truncate Cubis- to retrieve "ism" and "ist(s)." How many citations did you find? _____

YOU DID NOT FIND EVERYTHING IF you tried the above search by typing both Picasso and cubis: on subject lines. This search strategy only searches the Basic Index which consists of titles and non-personal-name subjects.

YOU DID NOT FIND EVERYTHING IF you tried the above search by typing both Picasso: and cubis: on subject lines. Again, this search strategy only searches the Basic Index which consists of titles and non-personal-name subjects.

YOU FOUND EVERYTHING IF you tried the above search by typing Picasso on the author/name line and cubis: on a subject line. These citations include the ones retrieved by the above search strategies. The reason for the greater recall of this search is that by using the author/name line, we are searching for Picasso as a personal name subject (as well as an author.)

The third method for searching Wilson CDs is with Wilsonline. Wilsonline is a command-driven mode of searching. Its advantages are: 1) Boolean operators AND, OR, AND NOT all are available; 2) Phrases can be searched in the subject field; 3) Search sets are reusable and 4) A search set can be limited to a particular publication year. For all simple searches though, your results will not differ whether you use Wilsearch or Wilsonline.

Let's try a search on African American Aesthetics. Return to the Local Selection Menu and choose #3 Wilsonline. At the cursor on the Command Line.

Type: BLACK# OR AFRO: OR AFRICA:

Are there more than 2,000 hits? _____

Now let's modify our search by reusing the last search set.

Type: 1 AND AESTHETIC#

Are there more than 25 hits? _____

To view citations in Wilsonline, you must type PRINT. The first record will then be displayed on the screen. If you hit RETURN, the next record will be displayed; if you hit F5, you can specify which record will be displayed.

Who authored the last citation? _____

Field searches are performed by adding a two letter field code in

parentheses following the search term, i.e. 1984 (yr). The main field codes are:

AU -- Personal Name Author
BI -- Basic Index (Titles and non-Personal-Name Subjects)
JN -- Journal Name
PS -- Personal Name Subject
SH -- Subject Heading
TI -- Title

The problem with Wilsonline is that if you don't already know the command language, the Help screens are not very helpful. The Print/Download commands are the same for all three search methods: F4 prints the current citation; F6 prints or downloads all the citations. Both F4 and F6 call up options windows; simply follow the onscreen instructions.

We are now ready to quit the system. Press the ESCAPE key 4 times to back up to the EXIT to DOS window. In the window, type " Y" for Yes, and remove the CD from the player.

## CD-ROM TRAINING EXERCISE ANSWER KEYS

### UMI TRAINING EXERCISE ANSWERS

1. 5,924
2. 46
3. Where Will Your PC Take You?
4. Online Bibliographic Database Searches
5. The Baby Boom Consumer
6. 331
7. 975
8. Parents' Influence on School Policy & Practice
9. 27

### SILVERPLATTER TRAINING EXERCISE ANSWERS

1. 271
2. 197
3. 197
4. 150
5. 121
6. Maynard C. Reynolds
7. Family Bureaucracy and the "Special Child."
8. 1,612
9. 534
10. Journal of Speech and Hearing Research
11. Chicago University
12. Brian Sutton-Smith
13. PY
14. 487
15. 425
16. 4,035
17. 170
18. 10
19. Yes
20. varies
21. 3

### WILSON TRAINING EXERCISE ANSWERS

1. Dadaism and Dadaism/Exhibitions
2. Dadaism
3. varies
4. Yes
5. Fridolf Johnson
6. varies
7. varies
8. The Art Bulletin
9. Found Objects
10. 10/16/87
11. varies
12. Yes
13. No
14. Victoria Ebin

END

U.S. Dept. of Education

Office of Education
Research and
Improvement (OERI)

ERIC

Date Filmed

March 29, 1991